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ABSTRACT

In an exploration of the status of journalism school instruction concerning race and the media, a mail inquiry was conducted among members of the Minorities and Communication Division of the Association for Education in Journalism (AEJ) and among selected persons who could be described as friends of blacks in journalism. In addition, a mail questionnaire survey elicited information from members of the American Society of Journalism School Administrators. The results reflected extensive unfamiliarity with research conducted on minorities and communication, an apparent absence of an acknowledged body of established knowledge of the field, and little standardization of either courses on minorities and communication or the way in which issues involving minorities and communication are integrated into programs of instruction through long-standing courses. Introduction to mass communication courses appeared to be the most common channel for communicating knowledge about minorities. Requiring either journalism or other courses that concentrate upon race relations was opposed by an overwhelming majority of respondents. The results suggest that AEJ members should attempt to communicate more effectively the findings of research and other knowledge related to the field of minorities and communication and that they should develop more systematic approaches to incorporating such knowledge into programs of instruction. (Author/FL)

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IS THE STATE OF OUR ART IRRELEVANT?

Exploring the Need to Integrate Research Results and Knowledge Concerning Racism and the Media of Mass Communication Into More Systematic Instruction

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Presented to the Minorities and Communication Division,
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And here we are, at the center of the arc, trapped in the gaudiest, most valuable, and most improbable water wheel the world has ever seen. Everything now, we must assume, is in our hands; we have no right to assume otherwise. If we--and now I mean the relatively conscious whites and the relatively conscious blacks, who must, like lovers, insist on, or create, the consciousness of the others--do not falter in our duty now, we may be able, handful that we are, to end the racial nightmare, and achieve our country, and change the history of the world. If we do not now dare everything, the fulfillment of that prophecy, recreated from the Bible in song by a slave, is upon us: <u>God gave Noah the rainbow sign, No more water, the fire next time</u>!

--James Baldwin
<u>The Fire Next Time</u>
(New York: Dell Publishing Co. 1962) pp. 141.

With the United States Supreme Court's Bakke case decision having given a new relevance and meaning to considerations of race in today's society and our constitutional law's approval of affirmative action programs, it is logical to anticipate a renewal of scholarly and research enterprise in the field of neo-racism and its impact upon modern society's processes of mass communication.

Will the things that are learned through research that one can logically expect to be inspired by the Bakke decision make any appreciable impact, however, upon education for journalism, or will that research and knowledge go on our societal shelf and be forgotten, for all practical purposes?

For purposes of this study, we have accepted the premise that there is nothing more practical, to today's journalist, than a sound understanding of racism, an appreciation of its peculiar role in United States history, and insight into its continuing impact upon all our lives.

With the percentage of minorities newspeople in journalism so much lower than that in our population overall, as a result of racism and discrimination in the past, our profession finds itself lacking, sadly, in such experience and expertise on the problems of minorities in today's society.[1]

Where can news media and schools of journalism go to obtain additional insight into today's neo-racist mentality, the dynamics of "reverse discrimination" psychology, the condition of race relations generally, and other specialized knowledge needed for higher quality news reporting?

If the quality and standards of journalism and education for journalism is to be elevated significantly, more attention must be given methods and techniques of involving minorities, more deeply, in our profession.[2]

Given the meager number of minorities newspeople themselves, a massive effort to provide other newspeople more education in racism, minorities history, and related expertise appears needed. How can that be done more effectively, more efficiently, and more expeditiously? By requiring all students of journalism to take a course in racism? Race relations? Black literature? Afro-American history? The sociology of race prejudice, or discrimination? Or can it be done, adequately, by working into the existing courses special units of such knowledge?[3]

Precisely what exposure, knowledge and understanding of such crucial matter should a journalism major be required to have before receiving his or her degree and going out into the professional field able, presumably, to make a meaningful contribution to the more responsible and sensitive interpretation of news developments related to race relations?

What things that have been written about race should be a part of every newsperson's background--basic "qualifications" like explanations of the difference between a preliminary hearing and an arraignment, or a general obligation and a revenue bond issue?

Without an extensive introduction to black history, the literature of racial minorities, and the dynamics of racism, no journalist is competent to report, adequately, and to interpret, validly, news developments like the Bakke case and the many additional issues involving racial justice that are certain to concern our society's people and government throughout the forseeable future.

That is the premise and assumptions upon which this study was based, and which dictates its basic question, which is: How well have the results of mass communications research been communicated to today's operating level of professional education for journalism, and in what ways have the most perceptive findings of our scholarship been incorporated into programs of instruction?

Exploring the extent to which past research and scholarship related to race and the news media is reflected in today's education for journalism, and

obtaining additional perspective on related aspects of journalism education, were the objectives of this study.

Method of the Study

Following an examination of recent journalism curriculum studies and recent publications on the problem of race and the news media in today's society, a questionnaire survey was conducted requesting information, from journalism school administrators, of the following kinds: (1) Courses and curriculum content related to communication of knowledge and understanding of racism, race and the media, etc.; (2) Instructors representing racial minorities; (3) Students representing racial minorities; (4) General attitudes concerning the relationship of the respondent's school to racial minorities. Information in the fourth category was sought in an open-ended item that invited the respondent to comment, in any way, upon any aspect of his or her school's concern. Solicited, specifically, were "ideas concerning the improvement of journalism education's service to racisl minorities." The other three categories were sub-divided and structured in ways that sought more specific, detailed, or quantitative data.

Under the questionnaire's first information category, each respondent was asked to report whether or not his or her department or school offered an entire course in its program that dealt with issues related to racial minorities. If so, the respondent was asked to provide the name of the course. If no such course existed, he or she was asked to explain the rationale for its absence.[4]

Whether or not the respondent reported a course in race and media at his or her institution, he or she was asked to make a subjective judgment concerning whether "a minorities-oriented course should be required of journalism/communications majors," then explain the logic of that judgment. Next, the respondent was asked to report which courses in his or her institution's program dealt with minority issues, and to estimate the percentage of course content devoted to such issues. Next, the respondent was asked to rate the degree of emphasis given, in his or her institution's overall instructional program, to

each of the following concerns: (1) Role of minorities-oriented media in serving the needs of minorities; (2) Reporting/editorial bias in news coverage of minorities, by news media of majority; (3) Stereotyping of minorities in entertainment content of mass media; (4) Sterertyping of minorities in advertising content of mass media; (5) Problems in preparing minority group members for journalism/communication careers; (6) Problems placing minority group members in journalism/communication jobs; (7) Other (open-ended). Finally, each respondent was to list the instructional materials and/or resources used, more extensively, oy his or her institution, in achieving its objectives concerning minorities-related topics. In addition to listing those resources, the respondent was asked to identify the resources found most useful.

Under the second information category, each respondent was asked to report the number of full time faculty representing racial minorities employed by his or her institution, the percentage of overall faculty that such persons represented, and the specific courses taught by such persons. Next, each respondent was asked to express an opinion concerning whether or not more non-white faculty was wanted, by his or her department or school. If the response was affirmative, the respondent was asked to explain what was being done, currently, to obtain more minorities representation. If, on the other hand, the response was negative, the respondent was asked to explain the reasons for his or her opinion. Next, each respondent was asked whether or not minority group representatives were brought into his or her department or school to speak. If so, the respondent was asked to report the number invited last year, the average time spent visiting, and the classes to which they spoke. If no minority group representatives were being brought into the institution, the respondent was asked to explain the reason(s). Finally, each respondent was asked whether he or she would like to participate in a special program through which mass media field professionals would be encouraged to visit his or her institution. If so, the respondent was asked what qualifications

would be most desirable. If the respondent indicated no interest in such a program, he or she was asked to explain why.

Under the questionnaire's third information category, each respondent was asked to explain what, if any, special attempts were being made, by his or her department or school, to attract additional students representing racial minorities. If the response was negative, the respondent was asked to explain the reason(s). Next, each respondent was asked to explain what, if anything, his or her department was doing to encourage employers to hire graduates representing racial minorities. If the response was negative, the respondent was asked to explain the reason(s). Finally, each respondent was asked to report the percentage of journalism/communication students, in his or her department or school, representing the following racial types: black, chicano, oriental, or other non-white.

Copies of the questionnaire were sent to 149 persons identified as current members of the American Society of Journalism School Administrators in the spring of 1978.

Earlier letters of inquiry, soliciting less detailed and more general information concerning ideas about the need for journalism school instruction in racism and related matters, were sent to a select group of 59 persons having special interests in race and the media of mass communication, and also to all members of the Minorities and Communication division of the Association for Education in Journalism. In the latter letters, the following questions were posed:

> Is a course in the nature of racism required in your school's curriculum? If not, is it your belief that one should be required?
>
> If no course in racism itself is required, from what course do you expect students to obtain the understanding of racism that is essential for the perceptive reporting of news involving blacks and other racial minorities?
>
> In what ways are the following aspects of racism discussed in journalism courses themselves?

a. Role of news media oriented toward racisl minorities.
b. Problems of black and other minority newspersons employed by white-dominated media.
c. Treatment of blacks and other minorities by white-dominated news media. Reportorial/editorial bias in coverage.
d. Stereotyping of racial minorities in advertising.

What specific materials concerning racism and its implications are required reading in your school's instruction program? (Give title of each item listed.)

a. Books, monographs, special reports, etc.
b. Individual chapters in books, etc.
c. Magazine articles.
d. Other.

What specific instructional materials (give title) do you consider most helpful in giving future journalists the best possible appreciation and understanding of racism and the interpretation of its significance as a threat to good journalism?

The latter question identified a small number of titles. They were The Black Press, by Wolseley; Other Voices: Black, Chicano and American Indian Press, by Murphy; Directory of Minority Media, U.S. Department of Commerce, Office of Minority Business Enterprise; The Negro in the United States, A Selected Bibliography, by Porter; Mass Media and Violence, A Report of the National Commission on the Causes and Prevention of Violence; Report of the National Advisory Commission on Civil Disorders, (the "Kerner Report"); Black English, by Dillard; and the Black Press Information Handbook.

The previous question identified only three specific readings that are required reading by students at any school of journalism. They were Gunnar Myrdal's sociological classic An American Dilemma; Use of the Mass Media by the Urban Poor, the report of a Michigan State University research project conducted by Greenberg and Dervin, and "Coverage of Race," Chapter 18 in Media by Sandman, Rubin, and Sachsman.

Reflecting the need for radically improved communication of research in this field was a comment from one educator who said he felt hampered, seriously, by a dearth of materials for instructional activity, and another person's

observation that he had been unable to find anything that could be described as "most helpful in giving future journalists the best possible appreciation and understanding of racism...."

Although one correspondent stated that a course in the nature of racism ought to be required of journalism majors "probably," and two others said perhaps, not a single person responding to the inquiry was in favor, positively, of requiring such a course. "I think this would be a self-defeating tactic," one correspondent observed. "Better: include racism in history, sociology, etc." The same correspondent reported that his school hopes to include "a program on racial sensitivity" in its freshman seminar. Another correspondent observed "I don't really think a course on racism for all j-school students would be very popular (if it were elective) or very effective (if required)." Most correspondents reporting that they were trying to persuade journalism students to take courses in racism and related areas noted that interest in such courses appeared to be declining, rather than increasing.

In addition to the letter sent members of AEJ's division on minorities, a letter of inquiry was sent to about 60 persons who could be described as "Friends of blacks in journalism." Such correspondents included outstanding black newspeople themselves, leaders of organizations identified with efforts to improve and increase minorities involvement in mass communications and persons known to have a special interest in the subject of race and the media. Typical of the responses to that inquiry was the following, from a black woman engaged in religious public relations:

> As I think back on my days at..., I recall a number of fellow students who already had very ingrained racist attitudes. I also recall some faculty who seemed much more concerned about the commercial problems of newspapers than about ethical or attitudinal concerns. I had the distinct feeling when I was working on my thesis that any research with moral implications would not be useful and would further type me as a religious nut.

> I feel a little discouraged about the possibility of changing racial attitudes through college courses. However, I do think there are a few individuals who come into the school with open minds and simply need to have their awareness of racism sharpened through consciousness-raising techniques. For these persons, courses on black history, racist language, etc., might be helpful. Some of these people just do not recognize racism when they see it.

Citing the neglect of attention to race as a factor in journalism's development by American scholars in the field of mass communications, was a correspondent who made these observations:

> Naturally I think all persons, college students or not, should understand the problem....Such understanding should be imparted long before the college years; it probably is too late for many young people to wait until then...
>
> With some such sociological and ethical background a journalism student is ready to investigate the specific situation in the world of communications and bring some principles to bear on it. I think isolating this material in a single course is better than not doing anything about it, but better would be for all teachers of all subjects to face the situation of all minorities and their journalism and their place in the communications world in all their courses, just as the textbooks, somewhat sparingly, are now including such material at last.

Results of the Questionnaire Survey

Responding to the questionnaire, which was sent to 149 persons identified as members of the American Society of Journalism School Administrators in the spring of 1978, were thirty-eight respondents, representing more than 25% per cent of the population being studied.

Responses to the questionnaire disclosed seven departments or schools of journalism offering courses devoted to the study of issues related to racial minorities, and another school establishing a course to be offered next fall, for the first time. (One of the respondents reported that his or her school offers a degree program in the field.)

Reflecting a wide variety of emphases in their study, the courses bear names like the Black Press, Ethnic Press, Ethnic Minorities and the News Media, the Media and Minorities, Minorities and the Media and Intercultural Communication.

The eight schools reported having courses devoted to communication and minorities represent more than 20 per cent of schools and departments represented by ASJSA members responding to the survey.

Administrators reporting that their departments or schools offered no courses devoted to communication and minorities gave a variety of reasons that classified themselves into the following categories:

1. Insufficient demand for such courses.
2. Presence of black and other minorities studies elsewhere in university, and therefore available to communication/journalism students.
3. Small faculty making it difficult to staff "specialized" courses.
4. Insufficient room in curriculum, given core and other courses needed to meet accreditation standards.
5. Integration of minorities issues, concerns, etc., into core and other general courses, providing satisfactory coverage.
6. Inadequate research material and other resources for such courses.

Expressing the latter reason, one respondent observed that "such issues should be fulling integrated into all relevant courses." "We believe such issues should be a part of all courses," another respondent commented. Another respondent remarked that "alertness to the needs and sensitivities of minorities should be a significant and ever present element in every journalism course. Journalism is by definition building bridges of understanding." Three respondents declined to give any reason(s) their departments/schools offer no course in minorities and communication.

Much the same pattern of logic was reflected in responses to the question concerning whether a minorities-oriented course should be <u>required</u> of journalism/communication majors.

Such a requirement was favored by only four respondents. (Those four respondents, incidentally, represented institutions in parts of the country where (1) a black newsman is currently serving as lieutenant governor of the state, (2) the electorate is represented in the U.S. Senate by a black, and (3) Senator Hubert Humphrey lived and served many years. The fourth response came from a school headed by a black.) Among the reasons given for requiring journalism/communication majors to take a minorities-oriented course were these:

"To sensitize students to an important facet of communication."

"They need it as citizens, and (2) they need it as professional communicators."

"Society demands/requires this knowledge/understanding."

"To prepare...to work in urban areas."

The overwhelming majority against requiring such a course generally agreed that it might be a desirable elective. However, they were opposed to controlling their students non-journalism/communication content of college education to the degree suggested. One respondent, representing a school in the deep South, articulated his opposition to requiring a minorities-oriented course in this way: "Why should it (be required). You can get that in sociology." Another respondent expressed her reservations about requiring such a course--or perhaps her criticism of current education for journalism--this this manner: One such course cannot "undo the bias pumped into" ten others.

Despite recent reiterations of the Kerner commission's "divided society" conclusions of a decade ago, and current evidences of neo-racist threats to continued progress in this country's race relations, numerous respondents made statements indicating that they did not consider the area of minorities and communications of sufficient import to justify making a particular course required for a degree in journalism/communication.

Reflecting the ubiquitous character of concern over race relations in this country, perhaps, respondents reported discussion of minorities and attention to them in courses ranging from Introduction to Mass Communication to specialized courses like Newspaper Management, School Publications, "Symbolic Processes," and a seminar in "Responsibility."

Other courses in which issues involving minorities were reported to be treated included introduction to journalistic writing, writing for mass media, "journalistic" writing, newswriting, reporting, editing, broadcasting, advertising, public relations, graphic arts, journalism history, communications law, "editorial research and writing," Social Responsibility, Communication in American

Civilization, Media as Social Institutions, Media and Society, Ethics and Issues, Ethics, "Symbolic Processes," contemporary issues, Process and Effects, Press and Contemporary Thought, magazine editing, Ethical and Legal Issues in Communication, American Press, and diverse "problems" courses and seminars.

Most frequently mentioned, as involved in the treatment of issues concerning minorities, were the following, in this order: (1) Introduction to Mass Communication; (2) Journalism History[5]; (3) Reporting of Public Affairs; (4) Communications Law; and (5) Press and Society. For all of those five courses, some respondents estimated the percentage of content related to minorities as high as 25, while the percentages for other courses rarely exceeded 10 and often amounted to a negligible percentage of 1 to 2.

In overall instruction, it appeared, the greatest degree of emphasis was being given reporting/editorial bias in news coverage, with the least amount of attention being given stereotyping of minorities in advertising. The areas of special emphasis, ranked according to degree of emphasis, reported: (1) Reporting/editorial bias in news coverage of minorities groups by the majority press; (2) Role of minorities-oriented media in serving the needs of group members; (3) Stereotyping of minorities in entertainment content of mass media; (4) Problems in training minority group members for journalism/communication jobs; (5) Problems in placing minority group members in journalism/communication jobs; (6) Stereotyping of minorities in advertising content, of all mass media. Other concerns being given special emphasis, according to individual responses, were the role of the ethnic press in American society and history, the problems of minority participation in "majority" media, sociolinguistics, and criticism of media by minorities.

Respondents reported extensive use of books, magazine and journal articles, research studies and reports, audio-visual materials and other resources, but failed, in more than 90 per cent of the responses, to identify a single title or particular resource. Except for Roland Wolseley's book, The Black Press, U.S.A.,

there appeared to be no generally acknowledged "classics" or even standard sources of information in this critical area of journalism education. Specific titles mentioned by at least one respondent included, in addition to Wolseley's Black Press, U.S.A., the following books: Murphy's Other Voices; Ottley's Lonely Warrier; Dann's Black Press; Fox's Guardian of Boston; Park's Race and Culture; Janowitz's Immigrant Press; Myrdahl's American Dilemma; Wirth's Ghetto.

Magazines mentioned included Black Scholar, and Journalism History.

Although 19 of the respondents reported no faculty who represented racial minorities, and only 24 such faculty were found in the responses, not a single respondent responded negatively to the question "Would you like more non-white members on your faculty?" However, one respondent did not answer the question, and stated "We do not hire on basis of ethnic background."

The non-white faculty at half of the schools represented by administrators responding to the survey were reported to constitute an average of about 8% of their respective faculties. Excluded from that computation, in order to give it more meaning, was (1) a predominately black university and (2) a school outside the continental part of the country where racial "minorities" constituted more than 85% of the enrollment.

Faculty who represent racial minorities appear to be teaching much the same courses as other faculty, except for an obvious concentration in the area of black press, minorities and media, etc. Courses listed as being taught by non-white faculty, in addition to those devoted to minorities themselves, included advertising, concerns of management, broadcast journalism, community journalism, communication theory, comparative broadcast systems, editing, ethics of journalism, feature writing, government and mass media, intercultural communication, journalism history, introduction to mass communication, journalism education, magazine writing, mass media and society, newswriting, photography, photojournalism, print production, public opinion, public relations, reporting, public affairs, research methods, social responsibility and writing for mass media.

Responding to the request for information concerning attempts to obtain more minorities-representative faculty, many respondents gave answers that appeared to be defensive, emphasizing the need for more "qualified" minority applicants. Because they have been unable to find desirable applicants for full-time positions, some respondents explained, they were making extensive use of part-time faculty who represent racial minorities.

Elaborating upon their efforts to obtain minorities faculty, the respondents mentioned no specific resources except Howard University, the National Black Media Coalition, Black Alliance Newsletter, and Black Scholar.

Although two respondents said their schools did <u>not</u> bring minority group spokespersons into classes, all other respondents said their schools did so. "But not as a minority person," one respondent remarked, "as a good journalist only." The average number of such speakers was 4, during the past year, and the average length of stay a part of one day. Again, the courses in which minorities persons were invited to participate spanned the curriculum generally, except for law. The course most often mentioned was reporting.

One respondent who said his or her school did not bring minorities persons into classes mentioned "insufficient funding." The other gave no reason(s).

Qualities mentioned as sought in minorities persons brought into classes tended to concentrate in the area of "professional" experience, competence and expertise. Except for three persons, all those responding said they would like to participate in a program in which minority group mass media "professionals" would spend some time on their campuses.

Approximately 70 per cent of the responding said they were doing things "special" to attract minority group students. Most often mentioned were special recruitment programs, scholarships and summer urban journalism workshops like those sponsored by the Newspaper Fund. The 13 respondents reporting no "special" effort to attract minorities gave reasons ranging from university-wide recruitment programs to "no special reason."

Although more than 60 per cent of the respondents reported that they made special efforts to bring together potential employees and graduates representing racial minorities, 14 reported no such activity.[6]

Although one represented a predominately black school, only 25 of the respondents reported more than a negligible (less than 2½%) enrollment of blacks at their respective schools.

One respondent reported a Chicano enrollment of almost 40%, but only six reported more than a neglible percentage.

One respondent reported an Oriental enrollment of 80%, but only four other more than negligible percentages.

Only four respondents reported more than negligible percentages of other non-white enrollment.[7]

Less than 30% of those reponding to the survey added information by way of the questionnaire's open-ended item soliciting general commentary.

What commentary was obtained emphasized (1) the need for recruiting more minorities students, (2) the need for minorities "role models" among faculty and field professionals, and (3) the need for more discussion of racism and related issues in instruction programs generally.

Interpretation and Conclusions

Since the questionnaire requested the reporting of specific activity and actual progress in affirmative action toward minorities and the communication of their concerns, the likelihood that its findings are biased in favor of over-representation of affirmative action must be conceded.

Self-selection of the 25½ per cent who responded suggest, obviously, that those respondents represent institutions most active in minorities-oriented activity, and therefore most eager to report it.

Given that probability, the low level of involvement in affirmative action efforts reported by a considerable number of respondents can be seen as a challenge to organizations engaged in affirmative action programs.[8]

From the results of this inquiry, the following conclusions can be drawn:

1. Given the pressure exerted by ACEJ's standard for "liberal" education for journalism, there appears to be little support for creating a required course in minorities and communication.
2. The integration of instructional units concerning minorities and communication into existing courses appears to be an illusive thing, at best.
3. There appears to be little familiarity with the research and other resources available for courses on minorities and communication.

Because such a spotty and scant familiarity with instructional material appears to exist around the country, an extensive project to identify additional sources and organize them better needs to be undertaken.

The research that has been done, in the field of minorities and communication, to date, enjoys little recognition and a negligible recall factor among journalism school administrators generally.

Given the relative absence of generally-acknowledge "classic" studies and an established body of knowledge concerning minorities and communication, there exists little standardization of such courses and therefore no satisfactory way of assessing the understanding and appreciation of race and media being obtained by today's students of journalism.

With most schools of journalism offering no courses in minorities and communication today, and most administrators opposed to requiring minorities-oriented courses even as non-journalism electives, the pressure for more research and support for it cannot be expected to increase, appreciable, in the future unless new approaches can be developed to obtain support and generate pressure from sources other than student "demand" and conventional academic financing.

In view of the heavy dependence upon courses like Introduction to Mass Communication, to communicate our profession's understanding and appreciation of racial concerns to the next generation of journalists, extensive research

needs to be done on the textbooks and other resource materials used in such courses.

Extensive research is needed on the resources used in "skills" courses, for promoting the more perceptive reporting and editing of news of peculiar relevance to race, and the laboratory exercises, special assignments and other learning activities in such courses.

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NOTES

1. For example, while minorities constitute 17 per cent of our country's population, only about 4 per cent of the journalists employed by daily newspapers are minorities. For additional information, see Minority Employment in Daily Newspapers, edited by Jay T. Harris.

2. At a "summit conference" of national leaders sharing the concerns of this country's 25 million black Americans, held last spring in Chicago under the auspices of the National Association for the Advancement of Colored People, communications was the subject of a special "task force" work session.*

   *Press release issued by Paul Brock, director of public relations, NAACP, April 26.

3. For an early exploration of this issue, see Quintus C. Wilson's "J-Schools adopt black studies slowly," Journalism Educator, Fall, 1971, pp. 14-14.

4. For an interesting discussion of one such course and its history, see "Leslie D. Polk's "New J-dourse on minority press proves successful," Journalism Educator, October, 1974, pp. 30-31.

5. For a perceptive comment on attention to minorities concern in journalism history, see "Historians still ignor black press," by Frankie P. Hutton, Journalism Educator, April, 1973, p. 48.

6. The need for more effort in this field, and the low level of activity at that time,was pointed out in 1975 by Herbert Strentz and Samuel Adams in "Most J-schools do not actively recruit minority students," Journalism Educator, October, 1975, pp. 3-5.

7. In 1976, the number of blacks and all other minorities enrolled in schools of journalism throughout the country was estimated at 6.3 per cent of the 64,502 total. For details, see Marion Marzolf and Melba Tolliver, Kerner Plus 10, p. 24.

8. For example of problems, see "What can be done about the black journalism student?" by Clint C. Wilson, II, Journalism Educator, April, 1977, pp. 12-15.

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